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ABSTRACT

This booklet is an attempt by the Canadian Teacher's Federation to answer many of the information requests it receives concerning a teaching career in Canada, teaching conditions, and teacher requirements. After preliminary sections about the history and nature of classroom teaching, the document presents information about occupations related to teaching and the steps for a high school student to take to become a teacher. Professional teachers' associations, salaries and fringe benefits, general social security, retirement plans, and appointment and tenure are also considered. Presented are general Canadian requirements concerning Canadian teachers who move from province to province, requirements for teachers from abroad, and methods for finding a teaching position in Canada. It is stated that at present the demand for teachers in Canada is rather light and is expected to continue to be so. Included as appendixes are lists of departments of education, teacher organizations, classification agencies, teacher education institutions, and placement assistance agencies, as well as some miscellaneous address. (JA)

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TEACHING IN CANADA

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Preface

Every year the Canadian Teachers' Federation receives many requests, from students, from various institutions and from teachers about teaching as a career, conditions to be met by teachers moving from one province to another, and requirements for teachers from other countries who wish to teach in Canada.

This booklet is an attempt to answer some of the most frequently asked questions and to provide a guide to other publications and institutions which can provide more detailed information about teaching and education in Canada.

Some Notes on the Organization of Education in Canada

It must be stressed at the beginning that education and teaching in Canada can only be understood if it is realized that each province and territory in Canada has its own autonomous educational system and may make its own decisions regarding schools, teachers and curriculum. Responsibility for education was assigned to the provinces by the British North America Act of 1867 which created the Canadian Confederation.

An interesting feature of Canadian education is the accommodation of religious schools within the public systems. In Newfoundland and Quebec all the educational systems are denominational. In Ontario, Alberta, Saskatchewan and the two territories provision is made for denominational minorities to operate separate schools. (Virtually all separate schools are Roman Catholic). Informal accommodation of minorities is made in the three Maritime provinces. As a result of these arrangements, there has been very limited development of private sectarian schools in Canada.

The day-to-day operation of schools has been delegated to locally elected or appointed school boards. They are responsible for the elementary schools (Kindergarten to Grades 6, 7 or 8) and secondary schools (up to Grade 12 or 13). Post-secondary education, however, is conducted in autonomous or semi-autonomous institutions under boards of

governors.

Persons interested in further information on education or teaching in Canada than is provided in this report should consult the reports listed in Appendix G.

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TEACHING IN CANADA

The Nature of Teaching

In its broadest sense, teaching is a universal activity and one that is as old as man. If one considers the matter carefully, one realizes that there are many situations in which teaching is taking place -- mothers are teaching their young children, companies are training their employees, individuals are communicating with their friends. In every case there is transfer of information, explanation, demonstration, and attempts to inculcate new attitudes or new skills.

In many of the cases cited, however, the teaching that takes place is very informal and limited by the skill and knowledge of the "teacher". It is tantamount to the practice of medicine in applying a simple bandage, or the reflection of the musical arts in the warblings of the shower songster.

Pursuing this analogy, teaching, like medicine and music, has been raised to noble heights by its foremost practitioners. The Imhoteps, Hippocrates and Osiers of medicine, the Carusos, Liszts and Beethovens of music, can be matched by equally famous names in the history and development of teaching. Not only have there been great religious teachers -- Moses, Buddha, Jesus, Mohammed -- but also, in a more secular tradition, Protagoras, Socrates, Isocrates, Quintilian, Abelard, Comenius, Pestalozzi, Froebel and Herbart.

This booklet will not focus upon the informal teaching that permeates all spheres of human activity, nor upon those few practitioners whose names have been preserved out of the general detritus of human history, though their examples may set ideals toward which all teachers strive. It is concerned rather with a description of the roles and training, remuneration and conditions of work, associations and aspirations of those who choose teaching as their occupation. And specifically, it is concerned with those who teach in the publicly supported elementary and secondary schools of Canada.

Teaching in Schools

To understand teaching as an occupation, one must first consider the development of schools as an organized approach on the part of society to the education of children. Schools are not new. Many societies of the past have recognized that informal teaching in the home is sporadic, often of low quality, and immensely time-consuming. And in consequence, they have grouped children for economy and, for efficiency, entrusted the education of those children to persons with a higher level of skill and knowledge than that possessed by the average parent.

Teaching, then, as an occupation, is concerned with the instruction of groups of students, in an institutional setting, conducted on behalf of society and requiring the services of those who have specialized training both in the content of human knowledge and in the ways in which learning takes place.

Schools for at least some children existed in ancient Sumer, in the Indus Valley, in Egypt, Greece, and Rome, and in medieval Europe. However, state-supported compulsory schooling for all children has developed only in relatively recent times. In Canada, free and universal elementary education began in the mid 19th century, free and universal secondary education in the late 19th and early 20th centuries.

The provisions for schooling that were made in Canada during the first half of the 19th century often showed little regard for quality of teaching. Teachers were sought from among those who were too old or otherwise handicapped to engage in more "productive work". Receiving scant salaries, they would subsist by boarding here and there with parents. The only qualifications required were some proficiency in basic academic subjects. Formal teacher training did not begin until the latter half of the century.

Early systems of elementary schooling emphasized rote learning, development of basic literacy skills, and attitudes suitable to a lowly place in society. Academies and universities for secondary and post-secondary institutions existed only for the elite, who wished to prepare their children for positions of leadership in society.

In the 150 years since that era, considerable change has taken place, both in Canadian society and in its educational systems. From a rural, agricultural collection of colonies, Canada has become a predominantly urbanized and industrialized country. The provincial and territorial educational systems have become correspondingly highly developed and complicated.

The goals of education have also changed. Literacy for all and advanced training for a few have been replaced by the new view that a suitable education should be provided for all children up to the end of the secondary level and as far into post-secondary education as the individual is capable of continuing. Critical thinking, sensitivity and accommodation to change, personal autonomy and development of individual abilities and interests are all emphasized in modern schools. Formal schooling is now viewed only as a beginning, an introduction to an educational process which it is believed should continue throughout the individual's life.

Requirements for teachers have changed too. All beginning teachers in public elementary and secondary schools must now have at least a year of professional training and several years of university training in academic and professional subjects. Teachers are also expected to exhibit personal qualities which will enable them to relate well to their students and to establish an atmosphere in which learning can readily take place. Canadian teachers are expected to be able to provide educational programs suitable for all children, not just those who show a special aptitude for academic studies.

What a Teacher Does

Teachers in their day-to-day work perform a wide variety of tasks of varying degrees of complexity. They are responsible both for setting long-range instructional goals for their students (within the guidelines established by society) and for making decisions as to appropriate means of achieving these goals. In particular, teachers are responsible for planning the specific units of work that are to be presented to students, evaluating the progress of individual students, diagnosing special weaknesses, and prescribing suitable remedies.

Teachers present subject matter to their classes through talks, demonstrations and audio-visual methods, conduct discussions by students, supervise classroom work and organize field trips. They prepare, administer and correct tests, assign and mark homework, and hear oral presentations. Where possible, teachers work with small groups or individual children, bringing out the ideas and opinions of the children and adjusting their teaching strategies to meet the needs thus discovered.

Teachers are also concerned with developing critical thinking on the part of their students and attitudes and values which will assist students in personal growth. They are also alert to physical, mental or emotional disabilities which may require referral to specialists.

In addition to duties within the classroom, teachers are usually involved in an array of outside activities. These include time spent preparing lessons and correcting student work, maintaining of records, consulting with parents and participating in staff meetings, educational conferences and in-service education workshops. Many teachers are also involved in extracurricular activities, curriculum development and the work of their professional association. Teachers are frequently to be found coaching teams, conducting bands or choirs, supervising outdoor education activities or leading groups of students travelling to other parts of the world.

The particular focus of teaching changes with the age of the students. In kindergarten, emphasis is placed on the fostering of co-operative social behaviour through games and group projects and of self-expression through singing, dancing and painting. These concerns continue through the elementary years, but major emphasis is placed upon acquiring skills in reading, writing and arithmetic, along with some understanding of science and social studies.

In the secondary years, emphasis is placed upon becoming acquainted with the various branches of human knowledge and in acquiring occupational skills in technical or commercial fields. Accordingly, a very wide range of optional subjects is offered in many secondary schools. Secondary programs may lead either toward further education at universities and community colleges or toward employment, depending upon the aspirations of individual students.

While most teachers in the elementary and secondary schools are engaged in general classroom instruction, some teachers perform more specialized roles, including counselling, management of libraries and resource centres, development of audio-visual techniques and work with children who are severely handicapped.

Fitness for Teaching

While teaching can provide many satisfactions, it is a demanding profession that places the individual under pressure to be in top form every day. Research has failed to demonstrate what personal qualities are most important in teachers, beyond intelligence, good health and a liking for children. However, there seems to be some evidence that students profit most from teachers who accept and use the ideas and opinions of pupils, and who are flexible and adjust their behaviour and strategies to individual situations and students. Good teachers appear to be those who view teaching as a complex task which requires goal setting, individual student assessment and decision-making in terms of immediate and long range problems. Good teachers provide students with a framework within which to interpret information.

Persons considering teaching as a career might pause to weigh the satisfactions of helping young people to learn and grow against the demands on their time and energies that teaching will undoubtedly make.

Teaching Outside the Publicly-Supported Elementary and Secondary Schools

In addition to the 260,000 teachers in the public elementary and secondary school systems of the provinces and territories, there are over 55,000 teachers at work in community colleges, vocational institutes, trade schools, universities, private schools and nursery schools.

University teachers are concerned with teaching and research activities at degree-granting universities and colleges and usually hold advanced qualifications at the master's or doctor's level. They are not required by law to hold teaching certificates. Teachers in community colleges are concerned with instruction in a wide range of academic and vocational subjects, and hold qualifications similar to those of secondary school teachers.

Nursery school teachers supplement home training by providing experiences, materials and guidance which contribute to maximum development of the two-to-five-year-old children in their care. They may work in private or community nurseries and day care centres. Qualifications required are governed by the provincial departments of social welfare, rather than the departments of education. Early childhood education programs of two and three years' duration are available at community colleges and through extension departments of universities.

Teachers in private elementary and secondary schools perform work comparable to that of public school teachers and generally hold similar qualifications, although they are not usually required by law to hold teaching certificates. Only about two per cent of elementary and secondary school students are enrolled in private schools.

Teachers may also be employed as trainers in industry, as instructors in language schools operated by governments and other agencies, and in adult education centres of various types.

Opportunities to teach abroad are provided through the Department of National Defence (DND), the Canadian International Development Agency (CIDA) and the Canadian University Service Overseas (CUSO). Teachers employed by DND remain under contract to their Canadian school board.

Related Occupations

There is a large variety of school related occupations which do not involve regular classroom teaching. In some cases, these are specialized positions for persons who have basic and advanced training in education and probably began their careers as teachers. They include researchers in school boards and departments of education, consultants and curriculum development specialists, and professional staff members of teachers' organizations and other education associations.

In other cases, employment is school related, but the individual's training is in a different field, for example, nursing, psychology or social work.

There has also been an increase in the employment of teacher aides, a few of whom have been trained at community colleges. The majority are either untrained, or receive training on-the-job. Teacher aides perform clerical and minor instructional roles under the direction of teachers and principals. Teacher aides are sometimes termed educational resource technicians or school aides.

Opportunities for Advancement

Teachers in elementary and secondary schools may seek promotion to the posts of principal and vice-principal. In addition, many secondary schools and some larger elementary schools provide for the positions of subject department heads and coordinators.

The central offices maintained by the school boards offer employment opportunities in administration, finance, pupil personnel services, supervision, curriculum development, and research. School board staffs usually include a Superintendent or Director of Education and his assistants, plus a variety of specialists, the number depending upon the size of the area served by the board.

Provincial departments of education employ persons in similar fields to oversee and coordinate the total system of education.

Teachers in universities require advanced academic training in order to obtain initial appointment as an instructor or lecturer and may aspire to advancement through the ranks of assistant professor and associate professor to full professor. Beyond these lie the more administratively oriented posts of department chairman and dean of a faculty.

Becoming a Teacher

High school students who wish to prepare for a teaching career should hold qualifications suitable for entrance to a university degree program, since almost all teacher education in Canada now takes place in universities. (Only two teachers' colleges remain in operation -- one in Nova Scotia, one in Ontario. In addition, some training of vocational teachers occurs in community colleges.)

Elementary and secondary teachers are in most cases trained in the same institution and take programs with common elements but varied specialization. A typical program, leading to a B.Ed. degree, consists of four years of academic and professional studies, including supervised practice teaching. It is also possible to obtain certification as a teacher through a one-year program following a Bachelor's degree in Arts, Science or Commerce. Vocational teachers may offer degrees in Engineering, community college diplomas or evidence of journeyman standing in a trade in place of university arts and science credentials.

While completion of degree standing is considered desirable, a number of provinces permit students to obtain certification and teach before graduation, and to complete their degrees through part-time study. The minimum requirements for entry to teaching are outlined for each province in Table 1. A list of teacher education institutions is provided in Appendix D.

In addition to completing academic requirements, applicants to teacher education programs are frequently interviewed regarding their personal suitability for teaching. Qualities looked for are good health, a good command of English or French, emotional stability, enthusiasm, a pleasant speaking voice and, above all, a sincere liking for, and interest in, young people. Evidence of participation in community activities which involved working with children may be looked for.

Students accepted into teacher education programs frequently find that they are encouraged to continue evaluating their personal suitability for teaching throughout their program.

Programs of teacher education offer introductory courses in the history, psychology, philosophy and sociology of education, as well as specific instruction in methods, and practical field experiences. Optional courses dealing with various specialized educational fields may be chosen. Frequently, students are able to observe and analyze their own teaching through videotaping and interaction analysis systems.

Increasingly, however, it is being recognized that becoming a teacher is a lifelong process and that the initial preparation period is

Table 1. Minimum Requirements

for Teaching Certificates*

Province	Last Year of Secondary Education	Minimum Years of Post-Secondary Education		Notes
		Elementary Teachers	Secondary Teachers	
B.C.	Grade 12	3 years	4 years	Regular program for secondary teachers is 5 years, but technically speaking a Professional Certificate, unrestricted as to grade, can be obtained after 4 years' training.
Alta.	Grade 12	3 years	3 years	4th year required for permanent certificate and for all students who entered teacher training after Sept. 1, 1973.
Sask.	Grade 12	2 years	2 years	
Man.	Grade 12	2 years	4 years	
Ont.	Grade 13	4 years	4 years	
Que.	Grade 11	5 years	5 years	Training includes 2-year CEGEP program.
N.B.	Grade 12	3 years	3 years	Candidates from outside New Brunswick are required to hold a 4-year degree including teacher education.
N.S.	Grade 12**	2 years	2 years	
P.E.I.	Grade 12	4 years	4 years	
Nfld.	Grade 11	2 years	2 years	
N.W.T.	Grade 12	2 years	2 years	
Yukon	Grade 12	2 years	2 years	

*Requirements for vocational certification are somewhat different and may include journeyman standing and appropriate work experience.

**Nova Scotia equates its Grade 12 with first year university.

only a beginning. Emphasis is being placed on continuing professional development, not only through formal graduate study at university, but also through short courses, workshops, travel programs, use of resource centres and similar activities. Professional development programs of this type may be sponsored by school boards, community colleges, teachers' associations and departments of education.

Professional Teachers' Associations

Qualified teachers employed in the public system are eligible for membership in their respective provincial or territorial teachers' organization. These organizations* are in turn members of the Canadian Teachers' Federation, which is a member of the World Confederation of Organizations of the Teaching Profession. Membership in the appropriate teachers' organization is compulsory in British Columbia, Alberta, Saskatchewan, Ontario, and New Brunswick, voluntary in the territories, automatic (with writeouts allowed) in the remaining provinces. Annual membership fees range from approximately $60 to $160. A list of the associations is provided in Appendix B.

The teachers' associations are concerned both with improving the quality of education and enhancing the status of teachers. Accordingly, they are active both in professional development (through conferences and workshops, establishment of resource centres, publications and short courses) and in economic welfare (principally through direct collective negotiation or support of local teacher groups engaged in bargaining activities).

A wide range of services is offered by most of the teachers' associations, including insurance benefits, credit unions, legal assistance, publications, scholarships and charter flights.

Codes of ethics have been adopted by the various teachers' organizations, several of which are empowered under provincial legislation to investigate cases of unprofessional conduct.

The past decade has also seen a considerable growth in the number of special subject councils formed under the aegis of the provincial

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* with the exception of CEQ, la Centrale des enseignants du Québec.

organization. These councils enable teachers with special interests, such as exceptional children, mathematics, or native education, to meet and discuss with each other problems and new developments in their particular areas.

The Canadian College of Teachers offers another type of voluntary professional association. It is open only to experienced teachers who meet all the qualification requirements. The College has local chapters which meet to discuss educational problems and also holds an annual meeting. Outstanding teachers may become Fellows of the College.

Salaries and Fringe Benefits

In six of the provinces and the two territories, basic salary scales and fringe benefits are established through negotiations between the teachers' association and representatives of the government. In some cases, supplementary negotiations take place at the school board level concerning additional fringe benefits and conditions of work. In British Columbia, Alberta, Manitoba and Ontario, all negotiations take place at the local level.

Salary schedules in Canada are generally based on a combination of years of training and years of experience, with additional allowances being paid to teachers with administrative responsibilities. Table 2 indicates the minimum and maximum salaries payable to teachers with degrees in 1974-75 under the provincial and territorial agreements and for representative centres where negotiations are conducted locally. Lower salaries than those shown are paid to teachers without degrees, and higher salaries to teachers with advanced special and graduate training.

Fringe benefits provided for in collective agreements may, but do not necessarily, include the following:

compassionate leave	supplementary health insurance
cumulative sick leave	long-term disability insurance
maternity leave	retirement gratuities
sabbatical and study leave	life insurance

General Social Security

As citizens of Canada, teachers are required to participate in the social security programs of the federal government. These include Unemployment Insurance and the Canada Pension Plan. The Unemployment Insurance plan provides benefits to persons who are unemployed through maternity or illness, as well as through general unavailability of suitable work. The Canada Pension plan provides a basic minimum retirement allowance and, in addition, some disability and survivors' benefits.

Teachers also participate in the provincial hospital and medical insurance plans. The costs of these plans are shared by the federal and provincial governments. The plans cover the basic expenses of hospital accommodation and physicians' services. Details of coverage vary from province to province.

Retirement Plans

Each province operates a compulsory retirement plan for teachers.* (In the territories, teachers belong to the federal Public Service Superannuation Plan.) Each teacher contributes 5 to 6½ per cent of salary to the plan and receives a pension based on years of service and average salary in the last or best 5 to 7 years of employment. Benefits are also payable to disabled teachers and to the survivors of deceased teachers. Several plans have introduced an "escalation" clause which increases pensions in accordance with increases in the cost of living. Improvements to the plans are continuously being made through discussion or negotiation between the teacher organizations and representatives of government.

Teachers of six provinces -- B.C., Alberta, Saskatchewan, Manitoba, Ontario, and Quebec -- are, under certain circumstances, permitted to

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* Teachers in Quebec entering service after June 30, 1973 must join the new universal pension plan for all public service employees. Reciprocal agreements between this plan and the teacher plans of other provinces have not been made as yet.

Table 2. Minimum and Maximum Salaries for Teachers with Degree Standing or Equivalent*

Province	Agreement	Year	Minimum	Maximum	Years to Maximum
B.C.	**Vancouver	1974	$ 9,351	$15,071	11
Alta.	Calgary	1974	9,275	15,725	11
Sask.	Provincial	1974	8,900	14,650	10
		1975	9,615	15,915	
Man.	Winnipeg	1974-5	9,545	14,975	
Ont.	***Metro Toronto	1974-5	8,100	15,200	11
Que.	Provincial	1974-5	8,232	13,203	14
N.B.	Provincial	1974	7,698	11,903	10
N.S.	Provincial	1974	8,470	13,520	10
P.E.I.	Provincial	1974-5	7,182	11,132	10
Nfld.	****Provincial	1974-5	9,085	11,916	8
N.W.T.	Territorial	1974-5	13,227	19,207	10
		1975-6	14,550	21,130	
Yukon	Territorial	1974-5	12,880	19,550	10
		1975-6	14,683	22,283	

* Grade 12 or 13 plus 4 years post-secondary education.

** Salary quoted is for Grade 12 plus 4 years post-secondary. With Grade 13, placement would likely be one category higher, with salary range of $10,139 to $17,170.

*** Amounts shown are for group 2 for secondary teachers. Requirements include an endorsed Bachelor's degree. For group 1 (without endorsed Bachelor's), salary range is $7,800 to $14,400. Scales for elementary teachers are the same, but definitions of categories vary slightly.

**** Salary quoted is for Certificate V (usually a degree and one year teacher training). For Certificate IV (usually a degree but not necessarily) the salary range is $7,874 to $10,261.

transfer their pension credits when moving from one to another of the provinces in this group.** Several of these provinces also have entered into reciprocal agreements with the federal Public Service Superannuation Plan.

Working Conditions

Most teaching is conducted indoors in well-lighted and adequately ventilated surroundings. As a result of extensive building programs and the consolidation of small schools, there are now attractive and well-equipped modern schools in most communities, although a few isolated rural postings still remain.

The official classroom day of the teacher is usually from 9:00 a.m. to 4:00 p.m. Weekends and statutory holidays are free and vacation periods include Christmas and spring breaks of a week or more each, plus eight weeks in the summer. In actual fact, however, teachers work much longer hours than those officially outlined in legislation or collective agreements. Preparation of lessons, marking of tests, individual interviews and extracurricular activities take up considerable extra time, as do in-service work and professional meetings. Studies have shown that during the school year the average teacher works close to fifty hours per week. In addition many teachers attend summer schools during the vacation period in order to improve their qualifications.

Although not physically strenuous, teaching is nevertheless demanding. Much of the time is spent standing, and a considerable amount of speaking is often necessary. The teacher must be constantly alert to cope with individual and class situations, many of them requiring the expenditure of nervous energy.

Recognition of these demands on the teacher's energy, along with an increasing emphasis on individualization of instruction, has led to continuing concern with class sizes on the part of teachers. Until recently, average class size in Canada was falling year by year. However, recently imposed financial restrictions have reversed this trend in some instances.

** It is likely that Nova Scotia and Newfoundland will join these agreements in the near future.

Median class sizes in Canada range from about 22 to 30, depending upon the province and the grade level. However, actual class sizes may range from under 10 to over 40. In general, special education and vocational classes are smaller than average.

Within the general guidelines adopted by the provincial departments of education teachers have some freedom to adapt or modify existing curricula, and select textbooks. They are also encouraged to develop new units of instruction and applications of audio-visual technology.

Appointment and Tenure

Teachers on appointment enter into contract with the employing school board. In most provinces, a formal contract is signed by the teacher. In some, however, such as B.C., Alberta and Saskatchewan, a formal letter of acceptance constitutes the only contract. Except in the case of teachers in their first year or two of employment with a board the contract continues indefinitely until terminated by the teacher or the board. Teachers may terminate their contracts effective the end of June (all provinces), or the end of December (B.C., Manitoba, Ontario), provided notice is given. In Alberta, Saskatchewan and Newfoundland the termination may take place at any time, provided 30 days notice is given (90 days in Newfoundland). The school board may also terminate teacher contracts under the same conditions, but except in the case of probationary teachers must usually give reasons for the termination. The teacher may then appeal the dismissal to an impartial board of reference. In some provinces probationary teachers also have the right of appeal.

Moving from Province to Province

Teachers who wish to teach in another province frequently wonder whether their teaching certificate will be valid in the new province. The answer is no -- there are no reciprocal agreements among the provinces for mutual acceptance of teaching credentials. However, each province will accept training outside its borders on the basis of equivalence with the training programs within the province, provided that the minimum standard of qualification is met. Teachers who wish to teach in a new

province should begin well ahead of time to obtain an evaluation of their eligibility for certification from the registrar of the provincial department of education. It will be necessary to submit such documents as official transcripts of academic and professional training, birth certificate, certificate of character and, in the Atlantic provinces, a health certificate. An evaluation fee may be charged. It should be noted that a statement of eligibility for certification is not an offer of employment.

Teachers entering a new province are usually offered a letter of standing or interim certificate which can be converted to a regular certificate after one year's successful teaching and provided any other provincial requirements -- such as qualifying examinations and citizenship -- are met. In several provinces teachers must present evidence that they have been offered a position before any form of certificate will be issued by the Department of Education.

In the Atlantic provinces the certificate grade offered also indicates the salary category to which a teacher is entitled. In the other provinces, classification for salary purposes is carried out separately from certification, either by the department of education (Quebec, Manitoba, Saskatchewan) or by the teachers' association (Ontario, Alberta, British Columbia).

The Yukon and Northwest Territories do not have teacher education programs of their own against which to compare qualifications of teachers from other areas. Teaching certificates from other jurisdictions are accepted, provided minimum requirements are met.

A list of departments of education is provided in Appendix A. Non-departmental classification agencies are listed in Appendix C.

Teachers from Abroad

Teachers wishing to immigrate to Canada and seek employment in the public schools must meet all the requirements made of teachers moving from province to province, in addition to requirements specifically pertaining to immigrants. It should be particularly noted that Ontario,

Quebec, and New Brunswick require evidence of Landed Immigrant Status where the applicant is not a Canadian citizen. Table 3 records citizenship requirements for interim and permanent certification.

An important requirement for teachers coming from abroad is proficiency in one of Canada's official languages -- English or French. It might be noted that the majority of schools in which French is the language of instruction are located in Ontario, Quebec and New Brunswick.

All persons wishing to enter Canada must meet such general immigration requirements as selection criteria, health, character, and possession of funds. The initial application should therefore be made to the nearest Canadian Immigration Office in the applicant's country. In the event that Canada does not maintain an immigration office in a particular country, advice on immigration procedures may be obtainable from the nearest Canadian Consular Office or, if Canada is not so represented, the British representative.

It should be noted that in view of the immigration regulations introduced in October 1974, the application for permanent residence of an individual who has received a firm offer of a position for which there is no Canadian citizen or permanent resident qualified and available is more likely to be accepted.

Finding a Position

Finding a teaching position in Canada can be difficult as there is no central listing of vacancies and no central placement agency, although there are placement bureaus for teachers in British Columbia, Quebec, and Manitoba. Most teaching positions are advertised in local newspapers between February and June, with duties commencing the following school year. A limited number of vacancies occur during the school year. At the present time very little recruiting outside Canada is being done. Consequently, applicants must generally be present in Canada and available for interviews. School principals frequently conduct interviews for positions in their schools.

Some assistance in locating employment is provided free of charge by the Canada Manpower Centres which are located in all main population centres. However, not all teaching vacancies are listed with these centres.

Table 3. Citizenship Requirements for Interim and Permanent Certification

Province or Territory	Citizenship Requirements for Interim or Provisional Certificate, or Letter of Standing	Further Requirements for Permanent Certificate
British Columbia	-*	-
Alberta	Statement of present citizenship	Must be a British subject or a Canadian citizen
Saskatchewan	-	Canadian or British citizenship, or certificate may be issued "subject to Canadian citizenship being acquired in the minimum time permitted by law"
Manitoba	Statement of present citizenship	Canadian or British citizenship
Ontario	Landed immigrant status	Canadian citizenship
Quebec	Landed immigrant status or work permit	Canadian citizenship
New Brunswick	Landed immigrant status	-
Nova Scotia	-	-
Prince Edward Island	-	-
Newfoundland	-	-
Northwest Territories	Statement of present citizenship	Must be a British subject or a Canadian citizen
Yukon	Landed immigrant status	-

*No certificate issued until residence established.

Lists of school boards may be obtained from the provincial authorities and inquiries regarding possible vacancies made directly to the boards. It is, however, considered a breach of professional ethics to apply for a position in an area where the board's relationship with the teachers has been declared unsatisfactory by the teachers' association.

Teachers interested in obtaining university positions may consult the lists of vacancies published by the Association of Universities and Colleges of Canada. Those seeking positions in private schools should get in touch with the clearinghouse for applicants to Canadian Independent Schools. Community college positions, like public school positions, are generally advertised in the local newspapers. Further information about community college teaching can be obtained from the Association of Canadian Community Colleges. Further information on agencies providing some placement assistance is given in Appendix E.

Teacher Supply and Demand

In general terms, the demand for and the supply of teachers in Canada are approximately in balance at the present time. While some net additions to the teaching force are being made in British Columbia, the teaching force in other areas is remaining approximately stable or even decreasing slightly. Consequently, new teachers are needed mainly as replacements, rather than for expansion of the system. Occasional or recurring shortages do occur in certain specific fields, for example kindergarten, special education, mathematics and science, and certain vocational subjects. However, the demand for teachers of general elementary and secondary subjects is rather light.

It is expected that this situation, compounded of low birth rates and reduced willingness to invest in education, will continue throughout this decade.

APPENDIX A

DEPARTMENTS OF EDUCATION

The Registrar,
Department of Education,
Parliament Buildings,
VICTORIA, B.C.

The Registrar,
Department of Education,
Executive Building,
10105 - 109 Street,
EDMONTON, Alberta,
T5J 2V2.

Director of Teacher Training,
Department of Education,
1870 Lorne Street,
REGINA, Saskatchewan,
S4P 2L9.

Director of Teacher Certification
and Records,
Department of Education,
Room 512B,
1181 Portage Avenue,
WINNIPEG, Manitoba,
R3C 0V8.

The Registrar,
Ministry of Education,
Mowat Block, Queen's Park,
TORONTO, Ontario,
M7A 1L2.

The Director,
Probation and Teachers'
Certification Service,
Department of Education,
Parliament Buildings,
QUEBEC, P.Q.

Teacher Certification Registrar,
Department of Education,
P.O. Box 6000,
FREDERICTON, N.B.,
E3B 5H1.

The Registrar,
Department of Education,
P.O. Box 578,
HALIFAX, N.S.

The Registrar,
Department of Education,
P.O. Box 2000,
CHARLOTTETOWN, P.E.I.,
C1A 7N8.

The Registrar,
Department of Education,
ST. JOHN'S, Newfoundland.

Director of Education,
Government of the Northwest
Territories,
YELLOWKNIFE, N.W.T.,
X0E 1H0.

Department of Education,
Government of the Yukon
Territory,
P.O. Box 2703,
WHITEHORSE, Yukon Territory.

APPENDIX B

TEACHER ORGANIZATIONS

CANADIAN TEACHERS' FEDERATION,
110 Argyle Avenue,
Ottawa, Ontario,
K2P 1B4.

BRITISH COLUMBIA TEACHERS' FEDERATION,
105 - 2235 Burrard Street,
Vancouver, B.C.,
V6J 3H9.

THE ALBERTA TEACHERS' ASSOCIATION,
11010 - 142 Street,
Edmonton, Alberta,
T5N 2R1.

SASKATCHEWAN TEACHERS' FEDERATION,
2317 Arlington Avenue,
Box 1108,
Saskatoon, Saskatchewan,
S7J 2H8.

THE MANITOBA TEACHERS' SOCIETY,
191 Harcourt Street,
Winnipeg, Manitoba,
R3J 3H2.

ONTARIO TEACHERS' FEDERATION,
1260 Bay Street,
Toronto, Ontario,
M5R 2B5.

ASSOCIATION DES ENSEIGNANTS FRANCO-ONTARIENS,
1427, chemin Ogilvie,
Suite 202,
Ottawa, Ontario,
K1S 7P3.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO,
1260 Bay Street,
Toronto, Ontario,
M5R 2B8.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION,
1260 Bay Street,
Toronto, Ontario,
M5R 2B4.

Teacher Organizations (cont'd)

ONTARIO PUBLIC SCHOOL MEN TEACHERS' FEDERATION,
1260 Bay Street,
Toronto, Ontario,
M5R 2B7.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION,
1260 Bay Street,
Toronto, Ontario,
M5R 2B9.

PROVINCIAL ASSOCIATION OF CATHOLIC TEACHERS (QUEBEC),
5767 Monkland Avenue,
Montreal, P.Q.,
H4A 1E8.

PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS OF QUEBEC,
245 Hymus Blvd.,
Pointe Claire, P.Q.,
H9R 1G6.

ASSOCIATION DES ENSEIGNANTS FRANCOPHONES DU NOUVEAU-BRUNSWICK,
C.P. 712,
Frédéricton, N.-B.,
E3B 5B4.

NEW BRUNSWICK TEACHERS' ASSOCIATION,
P.O. Box 752,
Fredericton, N.B.,
E3B 5B4.

NOVA SCOTIA TEACHERS UNION,
P.O. Box 1060,
Armdale, Halifax, N.S.,
B3L 4L7.

PRINCE EDWARD ISLAND TEACHERS FEDERATION,
P.O. Box 518,
Charlottetown, P.E.I.,
C1A 7L1.

THE NEWFOUNDLAND TEACHERS' ASSOCIATION,
3 Kenmount Road,
St. John's, Newfoundland,
A1B 1W1.

NORTHWEST TERRITORIES TEACHERS' ASSOCIATION,
Box 2340,
Yellowknife, N.W.T.,
X0E 1H0.

Teacher Organizations (cont'd)

YUKON TEACHERS' ASSOCIATION,
4051 - 4th Avenue,
Whitehorse, Yukon,
Y1A 1H1.

*CENTRALE DES ENSEIGNANTS DU QUEBEC,
2336 chemin Sainte-Foy,
Québec, P.Q.,
G1V 1S5.

*CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS,
66 Lisgar Street,
Ottawa, Ontario,
K2P 0C1.

*CANADIAN COLLEGE OF TEACHERS,
3 Beaverbrook Road,
P.O. Box 760,
Kanata, Ontario,
K0A 2C0.

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*Not affiliated with CTF

APPENDIX C

CLASSIFICATION AGENCIES

Teacher Qualification Service,
220 - 1070 West Broadway,
Vancouver, B.C.,
V5T 1Y6.
(jointly sponsored by teacher and trustee associations)

Teacher Qualifications Service,
The Alberta Teachers' Association,
Barnett House,
11010 - 142 Street,
Edmonton, Alberta,
T5N 2R1.

Qualifications Evaluation Council of Ontario,
Room 226,
1260 Bay Street,
Toronto, Ontario,
M5R 2B6.

Certification Board,
Ontario Secondary School Teachers' Federation,
1260 Bay Street,
Toronto, Ontario,
M5R 2B9.

APPENDIX D

TEACHER EDUCATION INSTITUTIONS

BRITISH COLUMBIA

NOTRE DAME UNIVERSITY OF NELSON, The School of Education, Nelson, B.C.

SIMON FRASER UNIVERSITY, Faculty of Education, Burnaby, B.C.

UNIVERSITY OF BRITISH COLUMBIA, Faculty of Education, Vancouver, B.C.

UNIVERSITY OF VICTORIA, Faculty of Education, Victoria, B.C.

ALBERTA

UNIVERSITY OF CALGARY, Faculty of Education, Calgary, Alberta

UNIVERSITY OF ALBERTA, Faculty of Education, Edmonton, Alberta

UNIVERSITY OF LETHBRIDGE, Faculty of Education, Lethbridge, Alberta

SASKATCHEWAN

UNIVERSITY OF REGINA, Faculty of Education, Regina, Saskatchewan

UNIVERSITY OF SASKATCHEWAN, Faculty of Education, Saskatoon, Saskatchewan

MANITOBA

BRANDON UNIVERSITY, Faculty of Education, Brandon, Manitoba, R7A 6A9

UNIVERSITY OF MANITOBA, Faculty of Education, Fort Garry, Manitoba

L'INSTITUT PEDAGOGIQUE DU COLLEGE DE SAINT-BONIFACE, 200 ave de la Cathédrale, Saint-Boniface, Manitoba, R2H 0H7.

ONTARIO

LAKEHEAD UNIVERSITY, Faculty of Education, Thunder Bay, Ontario

UNIVERSITY OF WESTERN ONTARIO, Althouse College of Education, 1137 Western Rd., London, Ontario, N6A 3K7

UNIVERSITY OF OTTAWA, Faculty of Education, Ottawa, Ontario

QUEEN'S UNIVERSITY, Faculty of Education, Duncan McArthur Hall, Kingston, Ontario

Teacher Education Institutions (cont'd)

UNIVERSITY OF TORONTO, Faculty of Education, 371 Bloor Street West, Toronto, Ontario. M5S 2R7

ONTARIO TEACHER EDUCATION COLLEGE (Toronto campus), 951 Carlaw Avenue, Toronto, Ontario. M4K 3M2

ONTARIO TEACHER EDUCATION COLLEGE (Hamilton campus), 1400 Main Street West, Hamilton, Ontario. L8S 1C7

YORK UNIVERSITY, Faculty of Education, 4700 Keele Street, Downsview, Ontario

NIPISSING UNIVERSITY COLLEGE (of Laurentian University), Faculty of Education, Box 5002, North Bay, Ontario

BROCK UNIVERSITY, The College of Education, St. Catharines, Ontario

LAURENTIAN UNIVERSITY, Ramsey Lake Road, Sudbury, Ontario

UNIVERSITY OF WINDSOR, Faculty of Education, 600 Third Concession Road, Windsor, Ontario

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, 252 Bloor Street West, Toronto, Ontario (graduate programs only)

QUEBEC

McGILL UNIVERSITY, Faculty of Education, Montreal, P.Q.

BISHOP'S UNIVERSITY, Graduate School of Education, Lennoxville, Quebec

CONCORDIA UNIVERSITY, (Sir George Williams Campus), Department of Education, Montreal, P.Q.

UNIVERSITE LAVAL, Faculté des Sciences de l'Education, Sainte-Foy, Québec P.Q.

UNIVERSITE DE MONTREAL, Faculté des Sciences de l'Education, Montréal, P.Q.

UNIVERSITE DU QUEBEC A CHICOUTIMI, Département des Sciences de l'Education, 830 est, rue Jacques-Cartier, Chicoutimi, P.Q.

UNIVERSITE DU QUEBEC A MONTREAL, Département des Sciences de l'Education, C.P. 8888, Succursale B. Montréal, P.Q.

UNIVERSITE DU QUEBEC A TROIS-RIVIERES, Département d'Education Physique et de Psychologie, Trois-Rivières, P.Q.

Teacher Education Institutions (cont'd)

UNIVERSITE DE SHERBROOKE, Faculté des Sciences de l'Education, Sherbrooke, P.Q.

UNIVERSITE DU QUEBEC, Centre d'etudes universitaires de rimouski, Famille des sciences de l'éducation, 300, Avenue des Ursulines, Rimouski, P.Q.

UNIVERSITE DU QUEBEC, Services universitaires dans l'Outaouais, 277, boulevard Alexandre Taché, C.P. 98, Hull, P.Q.

UNIVERSITE DU QUEBEC, Direction des études universitaires dans l'ouest quebecois, 1255, carré Philipps, Montréal, P.Q.

NEW BRUNSWICK

UNIVERSITY OF NEW BRUNSWICK, Faculty of Education, Fredericton, N.B.

MOUNT ALLISON UNIVERSITY, Department of Education, Sackville, N.B.

ST. THOMAS UNIVERSITY, Department of Education, Fredericton, N.B.

UNIVERSITE DE MONCTON, Département d'éducation, Faculté des sciences de l'éducation, Moncton, N.-B.

NOVA SCOTIA

ACADIA UNIVERSITY, School of Education, Wolfville, N.S.

DALHOUSIE UNIVERSITY, Department of Education, Halifax, N.S.

SAINT MARY'S UNIVERSITY, Faculty of Education, Halifax, N.S.

MOUNT ST. VINCENT UNIVERSITY, Department of Education, Halifax, N.S.

ST. FRANCIS XAVIER UNIVERSITY, Faculty of Education, Antigonish, N.S.

NOVA SCOTIA TEACHERS' COLLEGE, Box 810, Truro, N.S.

ATLANTIC INSTITUTE OF EDUCATION, 5244 South Street, Halifax, N.S.

PRINCE EDWARD ISLAND

UNIVERSITY OF PRINCE EDWARD ISLAND, Faculty of Education, Charlottetown, P.E.I.

NEWFOUNDLAND

MEMORIAL UNIVERSITY OF NEWFOUNDLAND, Faculty of Education, St. John's, Nfld.

APPENDIX E

PLACEMENT ASSISTANCE AGENCIES

CANADA MANPOWER CENTRES

These centres are located in major urban areas. They are listed in the local telephone directories.

PRIVATE SCHOOL PLACEMENT

Clearinghouse for applicants to Canadian Independent Schools:
Mr. W.A. Joyce, Headmaster, Ashbury College, Rockcliffe Park, Ottawa, Ontario. K1M 0T3

SCHOOL BOARDS

The CEA Handbook lists major school boards in Canada. Provincial lists are available from the departments of education.

TEACHER PLACEMENT

The Teacher's Employment Service,
British Columbia School Trustees' Association,
1095 Howe Street,
Vancouver, B.C.

Teacher Placement Bureau,
312 - 1181 Portage Avenue,
Winnipeg, Manitoba. R3G 0T3

The Quebec Teacher Placement Bureau,
Department of Education,
Parliament Buildings,
Quebec, P.Q.

UNIVERSITY PLACEMENT

Monthly listings of university vacancies are carried in the AUCC publication University Affairs. AUCC's address is as follows:

Association of Universities and Colleges
of Canada,
151 Slater Street,
Ottawa, Ontario,
K1P 5N1

APPENDIX F

MISCELLANEOUS ADDRESSES

Association of Canadian Community Colleges, 1750 Finch Avenue East, Willowdale, Ontario. M2N 5T7

Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Ontario. K1P 5N1

Canadian Education Association, 252 Bloor St. West, Toronto, Ontario. M5S 1V5

Canadian International Development Agency, Jackson Building, 122 Bank St., Ottawa, Ontario. K1A 0G4

Department of National Defence, 101 Colonel By Drive, Ottawa, Ontario. K1A 0K2

Canadian University Service Overseas, 151 Slater Street, Ottawa, Ontario. K1P 5H5

APPENDIX G

FURTHER READING AND REFERENCE

1. Canada. Department of Manpower and Immigration. Career and University, Community College Outlook: Administration/ Social Sciences and Services. Ottawa: Information Canada.

2. Canadian Education Association. The CEA Handbook. Toronto: the Association, 1974. 127 p.

3. _____. Requirements for Secondary School Leaving Certificates and for Admission to University and Teacher Training. Toronto: the Association, 1974. 32 p.

4. _____. Requirements for Teaching Certificates in Canada. Toronto: the Association, 1974.

5. Canadian Teachers' Federation. Application Procedures for Out-of-Province Teachers Seeking Certification and Evaluation of Their Qualifications. Ottawa: the Federation, 1972. 99 p.

6. _____. Salary Categories for Canadian Teachers. Ottawa: the Federation, 1973. 69 p.

7. Department of National Defence. Teaching Opportunities in Europe. DND Dependants Schools Overseas.

8. Gayfer, Margaret. An Overview of Canadian Education. Toronto: Canadian Education Association, 1974. 40 p.

9. Gillett, Margaret. A History of Education Thought and Practice. Toronto: McGraw-Hill, 1966. 443 p.

10. Munroe, David. The Organization and Administration of Education in Canada. Ottawa: Education Support Branch, 1974. 219 p.

11. Phillips, Charles E. The Development of Education in Canada. Toronto: W. J. Gage Co. Ltd., 1957. 626 p.

12. Statistics Canada. Education in Canada 1973. Ottawa: Information Canada, 1973. 613 p.

13. Statistics Canada and Association of Universities and Colleges of Canada. Universities and Colleges of Canada 1974. Ottawa: Information Canada, 1974. 575 p.

14. Wilson, J. Donald, Robert M. Stamp, and Louis-Philippe Audet. Canadian Education: A History. Scarborough, Ontario: Prentice-Hall, 1970. 528 p.